

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 18, “Issuance of Administrator Licenses and Endorsements,” Iowa Administrative Code.

These amendments would align Class B licensure rules with the desired Board practice of combining content and competencies under one description. Content and competencies are not separated within college courses and should not be separated in the Board’s administrative rules.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, May 24, 2013. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, May 22, 2013, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6, “Waivers or Variances from Administrative Rules.”

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code section 272.2(1)“a.”

The following amendments are proposed.

ITEM 1. Amend rule 282—18.9(272) as follows:

282—18.9(272) Area and grade levels of administrator endorsements.

18.9(1) PK-12 principal and PK-12 supervisor of special education.

a. Authorization. The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade twelve, a supervisor of instructional special education programs for children from birth to the age of 21, and a supervisor of support for special education programs for children from birth to the age of 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

b. Program requirements.

(1) Degree—master’s.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early childhood, elementary, early adolescent and secondary level administration, supervision, and evaluation.

2. Knowledge and skill related to early childhood, elementary, early adolescent and secondary level curriculum development.

3. Knowledge of child growth and development from birth through adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and adolescence, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Completion of evaluator training component.

7. Knowledge of current issues in special education administration.

8. Planned field experiences in elementary and secondary school administration, including special education administration.

(3) 9. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

1- • Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2- • Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

3- • Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4- • Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

5- • Acts with integrity, fairness, and in an ethical manner.

6- • Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. *Other.*

(1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level.

(2) Graduates from out-of-state institutions who are seeking initial Iowa licensure and the PK-12 principal and PK-12 supervisor of special education endorsement must meet the requirements for the standard license in addition to the experience requirements.

18.9(2) PK-8 principal—out-of-state applicants. This endorsement is only for applicants from out-of-state institutions.

a. *Authorization.* The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade eight.

b. *Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early childhood, elementary, and early adolescent level administration, supervision, and evaluation.

2. Knowledge and skill related to early childhood, elementary, and early adolescent level curriculum development.

3. Knowledge of child growth and development from birth through early adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and early adolescence, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Planned field experiences in early childhood and elementary or early adolescent school administration.

7. Completion of evaluator training component.

~~(3)~~ 8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

~~1.~~ • Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

~~2.~~ • Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

~~3.~~ • Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

~~4.~~ • Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

~~5.~~ • Acts with integrity, fairness, and in an ethical manner.

~~6.~~ • Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. *Other.* The applicant must have had three years of teaching experience at the early childhood through grade eight level.

18.9(3) 5-12 principal—out-of-state applicants. This endorsement is only for applicants from out-of-state institutions.

a. *Authorization.* The holder of this endorsement is authorized to serve as a principal in grades five through twelve.

b. *Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early adolescent and secondary level administration, supervision, and evaluation.

2. Knowledge and skill related to early adolescent and secondary level curriculum development.

3. Knowledge of human growth and development from early adolescence through early adulthood, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Planned field experiences in early adolescence or secondary school administration.

7. Completion of evaluator training component.

~~(3)~~ 8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

~~1.~~ • Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

~~2.~~ • Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

~~3.~~ • Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

~~4.~~ • Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

~~5.~~ • Acts with integrity, fairness, and in an ethical manner.

~~6.~~ • Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. *Other.* The applicant must have had three years of teaching experience at the secondary level (5-12).

ITEM 2. Amend rule 282—18.10(272) as follows:

282—18.10(272) Superintendent/AEA administrator.

18.10(1) *Authorization.* The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve or as an AEA administrator. NOTE: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the practitioner holds the specific endorsement(s).

18.10(2) *Program requirements.*

a. Degree—specialist (or its equivalent: A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree).

b. Content. Through completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements, the administrator has knowledge and understanding of:

(1) Models, theories, and practices that provide the basis for leading educational systems toward improving student performance.

(2) Federal, state and local fiscal policies related to education.

(3) Human resources management, including recruitment, personnel assistance and development, evaluation and negotiations.

(4) Current legal issues in general and special education.

(5) Noninstructional support services management including but not limited to transportation, nutrition and facilities.

~~e.~~ (6) Practicum in PK-12 school administration. In the coursework and the practicum, the administrator facilitates processes and engages in activities for:

~~(1)~~ 1. Developing a shared vision of learning through articulation, implementation, and stewardship.

~~(2)~~ 2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

~~(3)~~ 3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

~~(4)~~ 4. Collaborating with school staff, families, community members and boards of directors; responding to diverse community interests and needs; and mobilizing community resources.

~~(5)~~ 5. Acting with integrity, fairness, and in an ethical manner.

~~(6)~~ 6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

18.10(3) No change.